

CEP Lesson Plan
Reflection 1

Teacher/s: Ran An and Stacy Liu

Level: I2

Date/Time: 11/17/2014

Goal: Students will practice skimming and scanning and writing a story.

Objectives (SWBAT):

Students Will Be Able To...

1. Use skimming and scanning to answer comprehension questions by doing the reading activity.
2. Produce sentences with the appropriate tenses by doing the creative writing activity.
3. Read sentences with right intonation by doing an intonation pattern activity.

Theme: Ask for and give advice.

Aim/Skill/Microskill	Activity/Procedure/Stage	Interaction	Time
Review or Preview (if applicable)	<i>Linking & Transitioning to rest of lesson:</i>	<i>(for example: SS-T)</i>	
<p>Activity 1: Reading Activity <i>Transition to #2:</i> <i>Good job everyone. Now we are going to do some writing. Before we start, can anyone tell me when do we use simple past tense?</i></p>	<p><i>1.1 Pre-Stage:</i> 1.1.1 In pairs, talk about their favorite website. What do you use it for? 1.1.2 Bring the discussion to the big class and ask students to share the website they use most often. <i>(It would be better if students could bring their computer or iPad to share websites, which provides visual support to their explanation.)</i> <i>1.2. During Stage:</i> 1.2.1 Put students in pairs. Give each pair part of the text. After reading, each pair has to come up with two questions (for others to answer) and write them down on a piece of paper. <i>(I would give students suggestions on how to raise suitable questions, since some students in our I2 class can't even put words correctly into questions.)</i> 1.2.2 Students rotate clockwise; read the next part of the text and answer the questions. Then repeat the process everyone read the whole text.</p>	<p>SS-SS SS-T</p>	<p>4min 5min 5min 10min 5min</p>

	<p>(I suggest students to check their peers' questions first and give corrective feedback before getting down to answering questions.)</p> <p><i>1.3 Post-Stage:</i> Students go back to their seat and check whether these questions were answered correctly.</p> <p>(Perfect! It is good to keep students moving in class.)</p> <p><u>Tangible Outcome:</u> <i>question worksheet</i></p> <p><u>T. feedback/peer feedback:</u> <i>Students give corrective feedback on other students' question answers.</i></p>		
<p>Activity 2: Creative Writing Activity <i>Transition to #3:</i> <i>Great job everyone.</i> <i>Writing can be really fun, right?</i></p>	<p><i>2.1 Pre-Stage:</i> 2.1.1 Put students into group of three. Give each group a creative writing prompt to read. 2.1.2 Each group is going to write down one sentence of what happened next based on their prompt.</p> <p><i>2.2. During Stage:</i> 2.2.1 Students rotate clockwise to the next butcher paper, read their story and write down one sentence of what might happen next. 2.2.2 repeat the above process 4 times.</p> <p><i>2.3 Post-Stage:</i> 2.3.1 Each group goes back to their original paper; read the whole story and check for mistakes.</p> <p>(This is really a great activity. I like the idea of creative writing! One suggestion is that I would ask students from each group to summarize their stories and vote the most interesting story!)</p> <p><u>Tangible Outcome:</u> <i>stories on the butcher paper</i></p> <p><u>T. feedback/peer feedback:</u> <i>Students give corrective feedback on others' stories.</i></p>	<p>SS-SS SS-T</p>	<p>3min</p> <p>5min</p> <p>5min</p> <p>10min</p> <p>5min</p>

<p>Activity 3: <i>Intonation</i> <i>Transition to #4 or Wrap-up:</i> <i>Let's welcome today's presenters.</i></p>	<p><i>3.1 Pre-Stage:</i> Give Ss a multiple choice. Ss read sentences to partner while partner chooses tones that being used: <i>falling, raising or raising then falling.</i></p> <p><i>3.2. During Stage:</i> Ss compare answers in group then tell T. Then, T gives more sentences of each tone for drill. Ss make a conversation covering these 3 tones. (This is too broad. I think ask students to make a conversation around the topic: asking for and giving advice would be better.)</p> <p><i>3.3 Post-Stage:</i> Ss present their conversation in class and do a listening on P61 on workbook to identify tones. (Integration is always needed in language class. Combining listening and speaking is a good example.) <u>Tangible Outcome & T. feedback/peer feedback:</u> handout of intonation Peer and T feedback on during and post stage</p>	<p>T-SS SS-SS</p>	<p>3mts 2mts 3mts 4mts 4mts 4mts</p>
<p>Activity 4 Student Presentation</p>	<p>Two students present their unique festivals in home countries. Students raise questions to presenters. (To make full use of this presentation, teachers can create a feedback form for each student, indicating what they like most, what they want to know more, what suggest they would, etc. Then, teachers collect these form and give to the presenters. In this way, presenters not only receive feedback from teachers but also from peers.)</p>	<p>T-SS SS-SS</p>	<p>20mts</p>

Materials:

Textbook, workbook, butcher paper, power point, markers

Anticipated Problems & Suggested Solutions:

One student forgets to bring her powerpoint for presentation.
Ask Ss to write a short paragraph about their favorite website.
Contingency Plans (what you will do if you finish early, etc.):
Exit ticket

Post-Lesson Reflections:

Everything runs well. However, students failed to raise questions to presenters. A feedback form should be provided to students to get them down into the presentation.

CEP Lesson Plan
Reflection 2

Teacher/s: Ran An and Stacy Liu
Level: I2 Date/Time: 10/02/2014

Goal: Students understand the differences between simple past tense and past progressive tense and can talk about close calls they know or happened to them.

Objectives (SWBAT):

Students **Will Be Able To...**

1. Use the simple past and past progressive tenses to make sentences by doing a speaking activity.
2. Use time clauses with *when, while, as* by doing a speaking and writing activity.
3. Write a well-structured email by doing a writing activity.
4. Recall words and expression about dangerous disasters by doing a vocabulary activity.

Theme: Close calls, natural disasters

Extensions: News story

Aim/Skill/Microskill	Activity/Procedure/Stage	Interaction	Time
Review or Preview (if applicable)	<i>Linking & Transitioning to rest of lesson:</i>	<i>(for example: SS-T)</i>	
<p>Activity 1:</p> <p>Speaking activity</p> <p><i>Transition to #2: Thank you so much for sharing stories and memories of your life. And I notice that all of you were using simple past or past progressive when telling your stories, which is very good. And now we are going to do some more practice on using these two tenses to make sentences.</i></p>	<p><i>1.1 Pre-Stage:</i></p> <p>1.1.1 Ask students to take out the pictures they bring to class. Ask the class whether they like to take pictures and when do they usually take pictures. Taking pictures is a great way to record the great and important moment of our life. Today we are going to share our stories behind the pictures. (Remind students to use simple past or past progressive when telling the story.) <i>(It is good to ask students to bring their own pictures to share. They would be definitely engaged in it.)</i></p> <p>1.1.2 Teachers model first and share their pictures.</p>	<p>SS-SS SS-T</p>	<p>2min s</p> <p>4- 5min s</p> <p>5- 7min</p>

	<p><i>1.2. During Stage:</i> Put students in pairs. Ask students to tell their partners what they were doing when the pictures were taken. (Use simple past or past progressive tense) Teachers go around to monitor and note down mistakes students make.</p> <p><i>1.3 Post-Stage:</i> 1.3.1 Ask a few students to share in the big class what they were doing in the picture. (Show students' pictures on doc cam) (Or maybe we can ask students to walk around to share their pictures. Then, let students introduce the picture they like most from their classmates. Information gap is created in this way to give more space for communication.) 1.3.2 Teacher gives corrective feedback on simple past and past progressive if notice any mistakes.</p> <p><u><i>Tangible Outcome & T. feedback/peer feedback:</i></u> No tangible outcome. Teacher gives oral corrective feedback.</p>		<p>s</p> <p>5min s</p> <p>2min s</p>
<p>Activity 2: Speaking and writing Activity</p> <p><i>Transition to #3: Great job everyone. Now most of you have problem using past simple and past progressive to make sentences. You will be doing great in the test. Okay now let's do some writing. I noticed that, in</i></p>	<p><i>2.1 Pre-Stage:</i> A quick review of the simple past and past progressive tenses in big class. (e.g. forms, when to use simple past and past progressive)</p> <p><i>2.2. During Stage:</i> 2.2.1 Give each student a card with an action on it. E.g. eat a burger, take a shower. Everyone has a different action on the card. Students go around the classroom and talk to each other. First, they talk to a person and use "while, when or as" to make a sentence to combine the</p>	<p>SS-SS SS-T</p>	<p>2min s</p> <p>8- 10mi ns</p>

<p><i>the needs analysis, all of you mentioned that you use English when writing emails and you want to practice writing emails, right? Emails are very important in the States. People write emails everyday to everyone; to their professors, boss, doctor etc. So it is very important that you write a good and polite email.</i></p>	<p>two actions on the card (the sentence should be in simple past or past progressive tense). And write down the sentence respectively on their paper. Then they go talk to the next person and make another sentence... (teacher models first)</p>		
	<p>2.2.2 Students go back to their seat and switch their paper with their partner. Then everyone examines their partners' sentences and gives feedback. Put a check mark on the sentence that they think is right and correct the mistakes if they notice any. (Students go around and monitor) Then teacher collects all the paper and give feedback on next class.</p>		2-3mins
	<p>(Creative activity! It is quite interesting to see what sentences students can make.)</p>		3-5mins
	<p>2.3 Post-Stage: 2.3.1 Students work independently and finish a pop quiz on simple past and past progressive (to prepare them for the test).</p>		2mins
	<p>2.3.2 Students work in pairs in to check their answers and see if they have any questions about the quiz.</p>		2mins
	<p>2.3.3 Check the answers in the big class, putting one of the students' answers on doc cam. (Sometimes a quiz is necessary in a communicative language class to help students evaluate what they have learned so far.)</p>		
	<p><u>Tangible Outcome & T. feedback/peer feedback:</u> Tangible outcome: The sentences students make. The pop quiz. Feedback: Students give peer feedback to their partners' work and teacher gives corrective feedback.</p>		

<p>Activity 3:</p> <p><i>Email Writing</i></p> <p><i>Transition to #4 or Wrap-up: ___Ran will talk take charge of the next part. _____</i></p>	<p><i>3.1 Pre-Stage:</i> Give students 5 minutes to write an email to a teacher saying they cannot come to class today because of the blizzard in New York City. (Hold on to your email, we are going to talk about it later.)</p> <p><i>3.2. During Stage:</i> 3.2.1 Put students in pairs. Give each pair a handout with an email example. (a bad one) Ask students to talk with their partners and answer the following questions: a. Is it a good email or bad email? b. Why? c. Underline the part that you think is problematic. 3.2.2 Ask a few groups to share why it is a bad email in the big class.</p> <p>3.2.3 Then give each pair another email example (good one) and answer the following questions. a. Is it a good email or bad email? Why? b. Underline the part that you think is good. c. Think about what a good email should consist of. <i>(Good lead-in and presentation of knowledge. I think it would be good if students can bring 2 emails they wrote or received, which they think can represent good and bad emails to share.)</i> 3.2.4. Ask students to share their thoughts on what is a good email in the big class. Based on students' generalization, introduce the structure of emails and introduce some good phrases usually used in the opening and closing of an email. (PowerPoint and handout)</p>	<p>SS-SS SS-T S</p>	<p>5min s</p> <p>3- 4min s</p> <p>2min s</p> <p>3min s</p> <p>5min s</p> <p>5min s</p>
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	<p>be assigned to collect the mistakes students make during the game.)</p> <p><i>5.2. During Stage: Doing the activity</i> T counts the time for each group.</p> <p><i>5.3 Post-Stage: Solidifying the unfamiliar words</i> T outlines the words that they are unfamiliar with in the activity.</p>		1mts
<i>Wrap-up</i>	<p><i>Lesson Evaluation Procedures:</i> <i>Exit tickets. Two things you learned today and one thing you are still confused.</i></p>		2mts

Materials:

Textbook, handout, PowerPoint, butcher paper, doc cam.

Anticipated Problems & Suggested Solutions:

Students might get confused about the rules for the second activity. Teachers model first and make sure they are clear about the rules before start doing the activity.

Contingency Plans (what you will do if you finish early, etc.):

If teacher finishes earlier in the first hour, do a pronunciation activity. (How to pronounce past tense verbs)

If time is available, T will do a “restaurant language” as an extension of the book.

Post-Lesson Reflections:

Good timing and the students enjoy the activities a lot.